



Mauldin Middle

1190 Holland Road
Simpsonville, SC 29681

Grades	6-8 Middle School	
Enrollment	1,127 Students	
Principal	Rosia D. Gardner	864-355-6770
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

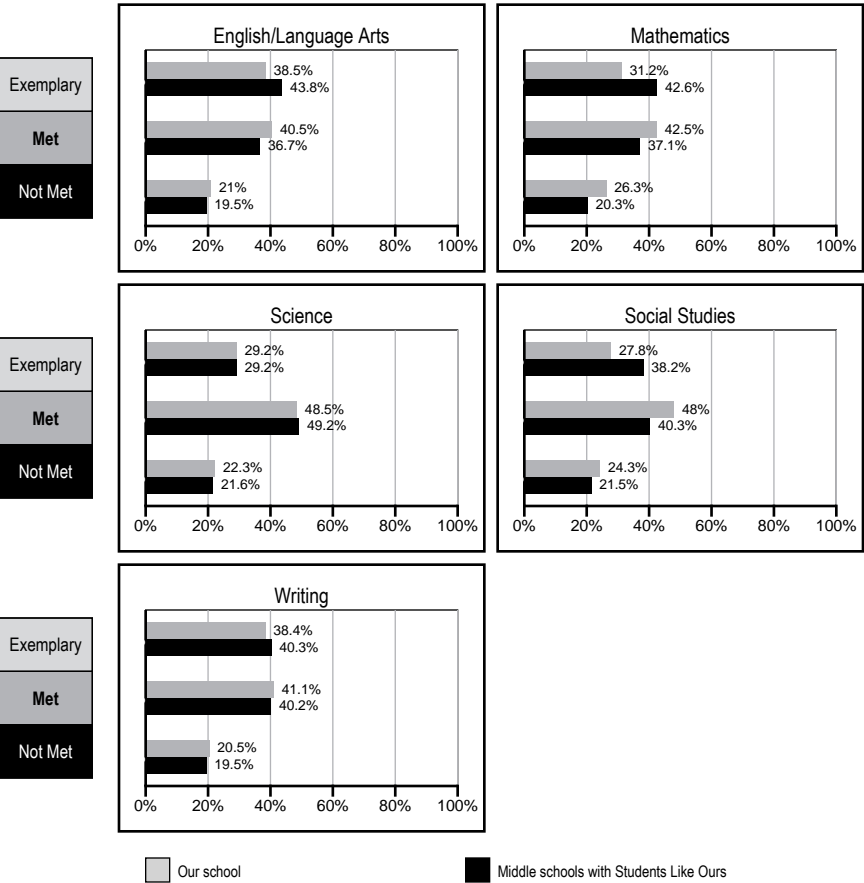
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	6	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.5%
English 1	100.0%	86.3%
Physical Science	N/A	50.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,127)				
Students enrolled in high school credit courses (grades 7 & 8)	32.9%	Down from 44.4%	32.9%	21.6%
Retention rate	1.0%	Down from 1.1%	0.5%	1.2%
Attendance rate	97.0%	No Change	96.4%	95.9%
Eligible for gifted and talented	25.0%	Down from 27.6%	24.6%	14.8%
With disabilities other than speech	8.6%	Down from 8.9%	9.5%	12.6%
Older than usual for grade	0.8%	Down from 0.9%	0.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.5%	0.9%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=72)				
Teachers with advanced degrees	62.5%	Up from 59.4%	55.3%	56.9%
Continuing contract teachers	86.1%	Up from 78.3%	76.2%	72.7%
Teachers with emergency or provisional certificates	4.5%	Up from 3.4%	3.7%	5.3%
Teachers returning from previous year	89.0%	Up from 86.5%	83.8%	82.9%
Teacher attendance rate	96.4%	Up from 95.8%	94.7%	95.2%
Average teacher salary*	\$48,366	Up 5.2%	\$48,366	\$46,599
Professional development days/teacher	5.8 days	Down from 7.0 days	10.1 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	6.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.9 to 1	22.4 to 1	20.1 to 1
Prime instructional time	93.2%	Up from 91.9%	90.4%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	97.2%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,809	Up 8.6%	\$6,940	\$7,645
Percent of expenditures for instruction**	66.3%	Down from 67.6%	64.2%	63.4%
Percent of expenditures for teacher salaries**	61.7%	Down from 63.0%	60.0%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Mauldin Middle School has been in existence for ten years. Our numerous accomplishments have been made through the conscious efforts of our teachers, students, parents, administrators, and community members.

We continue to closely analyze our test scores in order to maximize our staff development strategies and increase the number of students scoring Proficient and Advanced on the Palmetto Achievement Challenge Test. This is our first year of taking the new test, Palmetto Assessment of State Standards (PASS), and we will continue to analyze that information as well. Our teachers are Highly Qualified as defined by the No Child Left Behind Act, and thirteen of our teachers are National Board Certified Teachers. The school motto of "Expect the Best" encourages all of our students to strive for their best grades, excellent behavior, and impressive attendance. Mauldin Middle School has been named a Red Carpet School twice due to our family-friendly environment and outstanding customer service. We were named the South Carolina Recycling School of the Year by DHEC for our school and community-based recycling efforts.

The Mauldin Mustangs, our collective athletic, academic, and performing groups, continue to distinguish ourselves in district, state, and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self awareness through Beta Club, Sandlapper Club, Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, as well as our athletic and academic teams. Our drama students capped off the academic year with an extraordinary performance of "Grease" in April.

Our PTA, School Improvement Council, Band and Athletic Booster Clubs have joined our business partners, including Publix, Arby's, Chic-Fil-A, Panera Bread and Sam's Wholesale Club, to provide both teachers and students with additional resources and assistance in the successes we have enjoyed this year.

Our school staff worked diligently as our school and district achieved international recognition as a high quality school system when it was awarded National Accreditation from AdvancED Worldwide, a distinguished mark of quality for the school system, its schools, students, teachers, and community. Each staff member contributed suggestions and strategies to develop our Strategic Plan as we addressed each goal of the Greenville County Schools' Education Plan.

We are proud of what we have accomplished in each of our ten years, and we look forward to being a leader in middle school education for many years to come.

Rosia Gardner, Principal
Kelly Yanity, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	365	52
Percent satisfied with learning environment	96.3%	81.7%	92.3%
Percent satisfied with social and physical environment	100.0%	81.0%	88.2%
Percent satisfied with school-home relations	98.1%	88.4%	78.8%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.8%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1156	100	21.7	41.9	36.4	84.9	84	82.8	Yes	Yes
Gender										
Male	546	100	27.1	41.8	31.1	81.2	80.8	79.3	N/A	N/A
Female	610	100	16.8	42	41.2	88.3	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	714	100	14.6	40.6	44.8	90.8	89.5	89.5	Yes	Yes
African American	280	100	36.4	45.5	18.2	72	72.7	73.7	Yes	Yes
Asian/Pacific Islander	55	100	8.7	47.8	43.5	95.7	93	92.3	Yes	Yes
Hispanic	89	100	39	39	22	73.2	74.8	76.5	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	99	100	71.6	23.2	5.3	40	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	42.4	37.3	20.3	71.2	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	324	100	37.3	45.8	16.9	72.9	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1156	100	28.7	45.3	26	82	80.9	78.9	Yes	Yes
Gender										
Male	546	100	31.9	39.7	28.4	79.8	79.6	77	N/A	N/A
Female	610	100	25.7	50.4	23.8	83.9	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	714	100	19.9	46.4	33.7	89	87	87.2	Yes	Yes
African American	280	100	50	42.8	7.2	65.9	66.3	66.7	Yes	Yes
Asian/Pacific Islander	55	100	6.5	45.7	47.8	97.8	94.3	93	Yes	Yes
Hispanic	89	100	42.7	42.7	14.6	68.3	75.3	76	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	99	100	82.1	13.7	4.2	41.1	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	42.4	39	18.6	64.4	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	324	100	46.4	44.4	9.2	68.5	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	773	99.7	22	48.6	29.5	78	71.3	67.5
Gender								
Male	357	99.7	21.8	48.5	29.7	78.2	70.8	67
Female	416	99.8	22.1	48.6	29.3	77.9	71.8	68
Racial/Ethnic Group								
White	480	99.8	16.6	47	36.3	83.4	79.5	79.5
African American	184	100	35	53.1	11.9	65	53	50.3
Asian/Pacific Islander	43	100	5.4	51.4	43.2	94.6	86.9	84.3
Hispanic	53	98.1	36	42	22	64	61.1	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	64	100	66.7	30	3.3	33.3	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	29	100	33.3	43.6	23.1	66.7	60.4	59.6
Socio-Economic Status								
Subsided meals	204	100	34.2	54.7	11.1	65.8	57.5	55.1

Social Studies

All Students	776	99.7	24.1	48	27.9	75.9	75.7	72.3
Gender								
Male	369	99.7	26.8	40.8	32.4	73.2	75.1	71.5
Female	407	99.8	21.6	54.7	23.7	78.4	76.3	73.2
Racial/Ethnic Group								
White	476	99.8	19.5	46.3	34.2	80.5	81.7	80.7
African American	187	99.5	37.4	50.6	12.1	62.6	61.5	60
Asian/Pacific Islander	31	100	6.9	55.2	37.9	93.1	88	88.5
Hispanic	66	100	29.7	46.9	23.4	70.3	69	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	72	98.6	70.6	23.5	5.9	29.4	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	36	100	34	50	16	66	69	67.9
Socio-Economic Status								
Subsided meals	233	99.6	36.6	49.5	13.9	63.4	63.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	1155	99.6	20.2	41.2	38.6	79.8	72.9	70.2	97	96.5
Gender										
Male	544	99.5	27	42.1	30.9	73	66.4	63.2	96.9	96.4
Female	611	99.7	14.1	40.4	45.5	85.9	79.7	77.5	97.1	96.5
Racial/Ethnic Group										
White	713	99.4	13.5	40.9	45.6	86.5	80.5	79.1	96.9	96.3
African American	281	100	35.6	42.7	21.7	64.4	57.1	57.6	97.2	96.5
Asian/Pacific Islander	55	100	8.7	28.3	63	91.3	87.3	86.2	98.4	97.6
Hispanic	88	98.9	31.3	43.8	25	68.8	61.3	62.6	97	96.9
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	71.8	68.7	94	95.2
Disability Status										
Disabled	96	97.9	71.4	26.4	2.2	28.6	28.4	26.1	96.4	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	46	100	36.2	41.4	22.4	63.8	60.5	61.2	97.4	97.2
Socio-Economic Status										
Subsidized meals	322	99.7	35.7	43.5	20.7	64.3	58.8	58.9	96.3	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	360	100	22.9	40.9	36.2	77.1
	7	392	100	23	40.6	36.4	77
	8	404	100	19.3	44.2	36.5	80.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	360	100	36.8	40	23.2	63.2
	7	392	100	22.5	47.3	30.2	77.5
	8	404	100	27.5	48.1	24.3	72.5
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	182	100	30.6	53.2	16.2	69.4
	7	392	100	16.5	48.9	34.6	83.5
	8	199	99	25	43.5	31.5	75
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	179	100	20.7	64.5	14.8	79.3
	7	392	100	30.3	39.6	30.1	69.7
	8	205	99	14.9	50	35.1	85.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	359	99.2	23.3	42.8	33.9	76.7
	7	391	99.7	20	36.8	43.2	80
	8	405	99.8	17.7	44.2	38.1	82.3

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample